

CANNONS ELEMENTARY

1315 Old Converse Road
Spartanburg, South Carolina 29307

GRADES K-5 Elementary School

ENROLLMENT 298 Students

PRINCIPAL Donna E. Lipscomb 864-579-8020

SUPERINTENDENT Dr. Jim Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	56	30	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

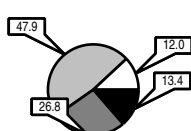
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

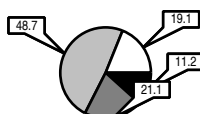
Elementary Schools with Students like Ours



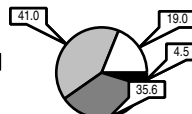
Mathematics



English/Language Arts



Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	149	100.0	9.2	42.3	40.1	8.5	57.7	Yes	Yes
Gender									
Male	68	100.0	13.6	47.0	33.3	6.1	47.0		
Female	81	100.0	5.3	38.2	46.1	10.5	67.1		
Racial/Ethnic Group									
White	104	100.0	6.0	39.0	45.0	10.0	65.0	Yes	Yes
African-American	39	100.0	16.7	47.2	30.6	5.6	44.4	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	124	100.0	7.6	39.0	44.1	9.3	63.6		
Disabled	25	100.0	16.7	58.3	20.8	4.2	29.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	149	100.0	9.2	42.3	40.1	8.5	57.7		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	143	100.0	8.8	41.2	41.2	8.8	58.8		
Socio-Economic Status									
Subsidized meals	81	100.0	10.7	50.7	33.3	5.3	53.3	Yes	Yes
Full-pay meals	68	100.0	7.5	32.8	47.8	11.9	62.7		

Mathematics - State Performance Objective = 15.5%									
All Students	149	100.0	12.0	47.9	26.8	13.4	57.7	Yes	Yes
Gender									
Male	68	100.0	15.2	40.9	31.8	12.1	62.1		
Female	81	100.0	9.2	53.9	22.4	14.5	53.9		
Racial/Ethnic Group									
White	104	100.0	8.0	44.0	30.0	18.0	67.0	Yes	Yes
African-American	39	100.0	22.2	63.9	13.9	0.0	30.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	124	100.0	9.3	49.2	25.4	16.1	62.7		
Disabled	25	100.0	25.0	41.7	33.3	0.0	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	149	100.0	12.0	47.9	26.8	13.4	57.7		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	143	100.0	11.8	49.3	25.7	13.2	57.4		
Socio-Economic Status									
Subsidized meals	81	100.0	13.3	57.3	24.0	5.3	50.7	Yes	Yes
Full-pay meals	68	100.0	10.4	37.3	29.9	22.4	65.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	63	100.0	8.3	45.0	43.3	3.3	46.7
	Grade 4	62	100.0	32.8	46.6	19.0	1.7	20.7
	Grade 5	44	100.0	26.8	53.7	19.5	N/A	19.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	4.1	28.6	51.0	16.3	67.3
	Grade 4	52	100.0	5.8	50.0	36.5	7.7	44.2
	Grade 5	48	100.0	16.7	52.1	29.2	2.1	31.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	63	100.0	10.0	65.0	16.7	8.3	25.0
	Grade 4	62	100.0	19.0	60.3	12.1	8.6	20.7
	Grade 5	44	100.0	7.3	63.4	17.1	12.2	29.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	8.2	49.0	30.6	12.2	42.9
	Grade 4	52	100.0	9.6	50.0	26.9	13.5	40.4
	Grade 5	48	100.0	20.8	50.0	16.7	12.5	29.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 298)				
First graders who attended full-day kindergarten	97.7%	N/C	100.0%	100.0%
Retention rate	3.3%	Down from 4.4%	3.0%	2.7%
Attendance rate	99.1%	Up from 98.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.1%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%		3.7%	3.5%
Eligible for gifted and talented	15.2%	Up from 9.8%	15.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.8%	Down from 13.7%	9.5%	8.2%
Older than usual for grade	0.0%	Down from 0.6%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	70.4%	Up from 67.9%	51.5%	51.4%
Continuing contract teachers	100.0%	Up from 89.3%	90.3%	87.5%
Highly qualified teachers**	78.6%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	97.2%	Up from 94.3%	87.1%	86.7%
Teacher attendance rate	96.6%	No change	95.1%	94.9%
Average teacher salary	\$47,804	Up 2.7%	\$40,816	\$40,760
Prof. development days/teacher	12.6 days	Up from 10.5 days	12.2 days	12.4 days

School				
Principal's years at school	0.2	Down from 15.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 17.7 to 1	19.3 to 1	18.9 to 1
Prime instructional time	95.0%	Up from 94.7%	90.3%	90.0%
Dollars spent per pupil*	\$9,497	Down 1.9%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	65.3%	Up from 63.9%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Cannons Elementary School our students, faculty, staff, parents and community members were "All Aboard the Cannonball Express" for a year full of wonderful educational opportunities. The HOSTS (Helping One Student to Succeed) Mentoring Program allowed our second and third graders who needed extra academic assistance to meet with community volunteers four times per week in a structured reading program. The 21st Century Grant Program allowed students in grades two through five the opportunity to receive academic enrichment and remediation before or after school. The Odyssey Learning Program is an enhanced computer-assisted instruction available in school and at home through the internet. Finally, the Arts For Me Program provides artists and programs for our children, parents and community members. This program is made possible as a result of a grant with the Greater Arts Partnership of Spartanburg. These programs are just a few of the opportunities that our students receive due to the commitment of our Spartanburg School District Three Board of Trustees, district office administration and community support.

Our teachers and staff are committed to the students of this school. Professional growth is essential in order to meet the diverse needs of our students. One example of their commitment is the participation in a year-long course related to differentiated instruction. Technology courses are also a priority for our teachers as they strive to keep up with the latest advancements in technology. We look forward to the school year 2004-2005 as we have been selected as a recipient of a technology grant from the Beaumont Foundation. This national grant will afford our students, teachers, parents and community members the opportunity for training with the most updated technology equipment.

We remain focused on our school beliefs and goals. Our primary goal is to increase the number of students scoring proficient or advanced on English/Language Arts and Math as measured by the Palmetto Achievement Challenge Test. It is our major concern that we achieve this goal in a nurturing, safe, and happy environment. Together with the continued involvement and support of parents and community members, our goals can be achieved for our students.

Donna M. Lipscomb, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	49	42
Percent satisfied with learning environment	100.0%	95.9%	90.5%
Percent satisfied with social and physical environment	100.0%	98.0%	90.5%
Percent satisfied with home-school relations	100.0%	98.0%	73.8%

*Only students at the highest elementary school grade level at this school and their parents were included.